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ABSTRACT

This report underlines the need for cooperation between the business world and educators in an effort to upgrade the quality of educational outcomes. It describes a partnership formed between the senior program associate of COGNET, an area business, and Hardy Elementary School, in Chattanooga, Tennessee. The result was a COGNET Summer Institute during the summer of 1992. All of the K-5 grade teachers were trained to utilize the COGNET Instructional Model to provide mediated learning experiences for the students in the classrooms to increase their learning skills. Intervention ideas developed were: (1) teacher developed school-wide goals; (2) literature based reading instruction; (3) an integrated curriculum; (4) daily school-wide Drop Everything and Read (DEAR) Program; (5) recreational reading programs; (6) emphasis on global learning; and (7) highly visible principals. The summer institute, funded in part by McKee Foods Corporation and Chapter 1 funds, provided all participating teachers with a stipend for attending the professional staff development, and made it possible for Hardy Elementary School to receive a portion of the Follow Through Federal Grant awarded to Chattanooga Public Schools. These funds allowed COGNET initially to be implemented in grades K-5. (AA)

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A TRIAD RELATIONSHIP: THE EDUCATIONAL CONSULTANT LINKS SCHOOL TO BUSINESS

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by

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"An Instructional Model for High Risk Populations and the Partnerships That Characterize It"

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Introduction

In 1983, the National Commission on Excellence in Education issued a bold report to the Secretary of Education. A Nation at Risk, portrayed a nation at risk because the once leaders in commerce, industry, science, and technical innovation were now being overtaken by other nations because the educational foundations of our society were being eroded by a rising tide of mediocrity which threatened the future of the Nation.

Business organization have played a major role in furthering educational improvement by promoting major programs and encouraging their members to become more deeply involved in policy development, legislative support and financial assistance.

Problem

McKee Foods Corporation had formed a partnership with an urban school in the mid 1980's. To date they had donated money, specifically requested instructional aides, hours of volunteer's time, and many other resources. Dispite all of this, there still appeared to be no change in the way school was done. How could they accomplish more with the same amount of investment?

Findings of the Study

The growing movement in education today toward a community of learners has spawned various partnerships with schools. In answr to the problem, a new partnership was formed. Since the Fall of 1991, a partnership has been facilitated between Dr. Cynthia Gettys, Senior Program Associate of COGNET and a University of Tennessee at Chattanooga Assistant Professor, an area business,

McKee Foods Corporation in Collegedale, Tennessee, and Hardy Elementary School, in Chattanooga, Tennessee.

This relationship has resulted in the following outcomes which were billed in the following ways at the National Association for Partnerships in Education (NAPE) held in Crystal City, Virginia in November of 1993 and the Tennessee Association for Partnerships in Education (TNAPE) held in Knoxville, Tennessee in March of 1994. Both of these presentations included Doris Carpentar and Jolena King of McKee Foods Corporation, Margaret White, Principal and Bobbie Hendrix, COGNET Support Teacher at Hardy Elementary School and Cynthia M. Gettys, COGNET Senior Program Associate and Assistant Professor at the University of Tennessee at Chattanooga.

> Our success can be your success. How one businness partner working with a local university professor as an educational consultant provided the credibility to bridge the gap between business and educational practice with the teachers at Hardy Elementary School in Chattanooga so that curricular, interpersonal, and citizenship goals could be achieved while involving employees in a wide range of volunteer capacities.

or

> Participants in this sessions will learn how to: (1) initiate an effective business/university/public school collaborative; (2) develop specific strategies for bridging the gap between business and educational practice; and (3) assess and document change as a result of the collaborative effort. Key ingredients in launching and sustaining successful collaborative efforts will also be discussed.

This entire relationship began at a 50th wedding Anniversay Party held by Jolena King, for her husband's parents, Mary & Aubrey King, in August, 1991. When Jolena met Dr. Gettys she inquired about what she did at the university, and if she knew how to work with schools? This question was followed with an exchange of

business cards and the rest is history.

Dr. Gettys was the first to learn what it really meant to develop a relationship with business. First, she supplied a copy of her current Vitae and a list of other Chattanooga Public Schools administrators with whom she had worked so that McKee Foods Corporation Vice-President Doris Carpenter, could begin a background check. This background check was followed by an invitation to the McKee Corporate Office where an indepth interview took place. At that time Dr. Gettys shared with Doris Carpenter a summary on professional staff development that she and Dr. Jan Mickler a colleague at the University of Tennessee had written. This summary (copy available upon request) helped to prepare Doris and Jolena for a new view of a partnership between McKee Foods Corporation and Hardy Elementary School based upon a Professional Staff Development Model which lead to the connection between COGNET, a Follow Through Instructional Model, and its Univesity of Tennessee at Knoxville Sponsor Site.

Following an initial several day visit to Hardy Elementary School in Chattanooga, Tennessee where the principal, teachers, secretaries, and teacher assistants were interviewed and a survey of teaching materials was made, Dr. Gettys made the following formal recommendations to McKee Foods Corporation. McKee Foods Corporation accepted the recommendations and entered into this unique triad partnership relationship.

Intervention Ideas for
HARDY ELEMENTARY SCHOOL

Teacher developed school-wide goals -- by grade level

- to increase teacher ownership of responsibility
- grade level teacher meetings/inservice

Literature based reading instruction

- to provide vicarious learning experiences
- grade level teacher training meetings/inservice

An Integrated Curriculum

- literature expanded across the curriculum
- grade level teacher training meetings/inservice

Daily School-wide Drop Everything and Read (DEAR) Program

- 15 to 30 minutes per day in every classroom
- school-wide inservice

Recreational Reading Program

- activities to build life long readers
- school-wide inservice

Emphasis on Global learning

- sharing the whole picture not just its parts
- school-wide inservice/grade level meetings

Highly Visible Principal

- daily classroom visits
- planning meetings

B E A R

Be Excited About Reading

SET ASIDE fifteen to thirty minutes daily.

ASSEMBLE an abundant supply of books.

MATCH your students interests.

PROVIDE a supportive reading environment.

MODEL the excitement of reading by reading yourself.

UTILIZE rewarding book-recording devices:

- Bulletin-board Charts
- Card Files
- Reading Wheels
- Reading Ladders

Students learn to read by reading!

S E A L

Science

Experiments

Activate

Learning

Summary

These types of intervention were followed by a COGNET Summer Institute during the summer of 1992. All of the K-5 grade teachers were trained to utilize the COGNET Instructional Model to provide Mediated Learning Experiences for the students in the classrooms to enable them to LEARN HOW TO LEARN. COGNET is a Follow Through Model that Dr. Gettys had researched while she was completing her Ph.D. at the University of Tennessee at Knoxville.

The Summer Institute funded in part by McKee Foods Corporation sponsoring Dr. Gettys as the COGNET trainer along with Chapter 1 funds providing all participating teachers with a stipend for attending the Professional Staff Development made it possible for Hardy Elementary School to receive a portion of the Follow Through Federal Grant awarded to Chattanooga Public Schools and split between Hardy and East Lake Elementary Schools. These funds allowed COGNET initially to be implemented in grades K-3 and now in grades K-5 in this Chapter 1 School-wide program. A full-time Support Teacher and nurse is in place at Hardy Elementary School as a result of a Triad Partnership which still provides an awakened relationship between Hardy, McKee's, and the University of Tennessee.